

N.B.—These Programmes must be used in conjunction with *Home Education and School Education* (see N.B. 3).

Programme† 120.

L<sub>4</sub>

(April to July, 1931.  
(September to December, 1931, overseas.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

#### FORM IV.

PUPILS' NAMES.....

#### Bible Lessons.

The Bible text (as given in the book used) must be read  
and narrated first.

*Old Testament History*,\* by J. M. Hardwich and H.  
Costley-White, D.D. (Murray, 3/6), Vol. V., pp. 97-165,  
with appendices. *The Acts of the Apostles*,\* chapters  
13-20. *The Saviour of the World*,\* Vol. II. (P.N.E.U.  
Office, 3/-), pp. 123-174, with Bible passages from the  
index.

For reference: Clarendon Bible: The Acts, with introduction and com-  
mentary by A. W. F. Blunt, B.D. (Oxford Press, 4/6). Peloubet's  
Bible Dictionary (R.T.S., 10/6), for all names of persons and places.  
Philip's Handy Scripture Atlas\* (1/-). Historical Geography of the  
Holy Land, by S. R. Macphail (Clark, 1/-). Fact and Faith in the  
Bible, by Rev. W. R. Williams, M.A. (S.P.C.K., 3/6). The Accuracy  
of the Old Testament, by J. Garrow Duncan, B.D. (S.P.C.K., 6/-).  
Helps to the Study of the Bible (Oxford Press, 3/6). Palestine in  
Picture, by Canon Raven (Heffer, 10/6).

For daily Bible reading and prayers: Daily Readings from the Old  
Testament, by H. Franklin and L. Montagu (P.N.E.U., 1/6).  
Lectiones, 1931 (Spottiswoode, 1d.). St. Matthew's Gospel in French  
(Bible Society, 1d.). Prayers and Hymns for use in Schools (Oxford  
Press, 1/6). Two Minute Bible Readings: For use in Opening  
Schools (S.C.M., 3/-).

† The 120th term of work set since the Parents' Union School began.



For Sunday reading: Life and Letters of St. Paul, by Dr. J. Paterson Smyth (Sampson Low, 2/6), pp. 165-246. Ancient Jerusalem, by Dr. James Baikie (Black, 2/6), pp. 1-42. What Mean Ye by these Stones? by Rev. J. M. C. Crum, M.A. (S.P.C.K., 1/-), pp. 27-67. Christopher Columbus, by Washington Irving (Oxford Press, 1/3).

Sunday Occupations: A Book of Centuries. Choose and inscribe texts and mottoes, using "Bridges" writing, cards 6 and 9. Choose and inscribe verses, in beautiful lettering on good paper or vellum.

#### Writing.

Choose and transcribe passages from (a), the poets set, and, (b), other literature, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

#### Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

#### Composition.

Oral or written narration every day after each subject.

Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme.

Poetry should be read frequently; doggerel must not be written. Metres of poems read under Literature should be followed. Webster's Little Gem Dictionary (Bell, 1/6), may be used for reference.

Pupils are advised to join the R.U.S. Portfolio of Story and Verse (Miss W. Read, c/o P.N.E.U. Office).

#### English Grammar. (See N.B. 4.)

Parse and analyse each week from books of poetry and prose, making progress each term.

*A Senior English Grammar*,\* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 41-66 and 152-179 (with suitable exercises from the end of the book).

Beginners use *A New Junior English Grammar*,\* by R. B. Morgan (Murray, 2/-), with additional exercises from Morgan's Exercises in English Grammar\* (Murray, 1/9).

#### Literature. (See N.B. 1.)

*The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 191-246. Shakespeare's *Henry VIII*,\* or, *Richard III*,\* (Blackie, Plain-text, 6d. each). Scott's *The Abbot*\* (Nelson, 1/3). Read from More's *Utopia*\* (Blackie, 10d.)

Read poetry daily. *Shakespeare to Hardy, An Anthology of English Lyrics*\* (Methuen, Third Edition, 1928, 3/6).

A Literary and Historical Atlas of Europe, by J. G. Bartholomew (Dent, 2/6), may be used.

#### English History.

*A History of England*,\* by Cyril Robinson, Vol. II. (Methuen, 3/6), pp. 1-21, and 35-62 (1485-1556). See also *Medieval and Modern Times* below.

Make summaries of events and dates, and a chart of the 16th Century. Read the daily news and keep a calendar of events.

Take The Home and Class Room section of The Times (Times Office direct 6/- a year).

Teacher will find useful Quennell's History of Everyday Things in England, Part IV. (16th Century), (Batsford, 3/-).

#### General History.

*Medieval and Modern Times*,\* by T. R. Robinson (Ginn & Co., 10/6), pp. 264-330 (omit set questions). *Ancient Times: A History of the Early World*,\* by J. H. Breasted (Ginn, 10/6), pp. 649-715 (omit set questions).

Keep a Book of Centuries\* (P.N.E.U. Office, 1/9, or, better, 2/6): see illustrated leaflet by Miss Bernau (6d.).

Put in events and illustrations from all the history studied during the term (Bible, English, French, General). Visit British Museum or local museums.

Use British Museum Guide to Greek and Roman Antiquities (2/-), and British Museum Postcards, see catalogue to be had from the Museum.

#### Citizenship.

*Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 187-210. North's Plutarch's *Lives: Solon*\* (Blackie, 1/-). *Hellas the Forerunner*,\* Vol. II., by H. W. Household, M.A. (Dent, 3/6), pp. 1-61.

Smith's Smaller Classical Dictionary (Dent, 2/6). Classical Atlas (Dent, 2/6).

For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).

#### Geography.<sup>1</sup>

Map questions (as in the Ambleside Books) to be answered from map before each lesson, then reading and narration. Memory sketch maps. Local geography out-of-doors; see *Home Education*, Parts II. and V.

*Ambleside Geography Book V.*,\* 1931 edition, (Kegan Paul, 5/-), pp. 170-219, and 322-329 (America, British Empire and Mandatory Spheres). Huxley's *Physiography*\* (revised 1924, Macmillan, 5/-), pp. 212-269. Some account of the physiography of your neighbourhood.

For further map practice, *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 358-407. Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week.

Philip's Modern School Atlas of Physical, Political and Commercial Geography\* (1929 edition, 7/6). Teacher will find useful Out-door Geography, by H. Hatch (Blackie, 3/-).

<sup>1</sup> Overseas members see special leaflet.



**Natural History, Botany and Geology.<sup>1</sup>**

*Everyday Doings of Insects*,\* by Evelyn Cheesman (Harrap, 6/-), pp. 160-240, or, *Elementary Studies in Plant Life*,\* by F. E. Fritsch and E. J. Salisbury (Bell, 3/6), pp. 136-176. *The Elements of Geology*,\* by M. A. Johnstone (Nelson, 3/6), pp. 145-196, with a good map of the British Isles; give some account of the geology of your own neighbourhood.

Keep a Nature Note Book (P.N.E.U. Office, plain 2/3, interleaved 1/9), (see *Home Education*), with flower, bird and insect lists, and make daily notes. For outdoor work, some special study suitable to season and climate, e.g., (a) plant and animal life in special neighbourhoods, (b) keep an aquarium.

See *Nature Rambles*, Vol. II.; Spring to Summer, by Edward Step. F.L.S. (Warne, 2/6). S.N.S.U. Leaflets Nos. 11 and 40, *The School Aquarium* (2½d. each). A *Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6), may also be used.

**General Science, Hygiene and Physiology.**

*Some Wonders of Matter*,\* by Bishop Mercer (S.P.C.K., 5/-), pp. 7-53. *Physiology for Girls*,\* by M. A. Johnstone, B.Sc. (Blackie, 3/-), pp. 78-182.

**French.<sup>2</sup> (See N.B. 4.)**

*L'Enseignement Littéraire du Français*,\* by J. Molmy, Vol. I. (Hachette, 2/6), lessons 13-18 inclusive. Teacher study preface. Read and narrate *Pathelin et Autres Pièces*, by M. Dondo (Heath, 2/6), pp. 1-65.

For extra practice, use New French Picture Cards, Series II., by Marc Ceppi and H. M. Brock (Bell, 2/- a set). Read several poems and learn one from *Recueil de Poèmes*,\* by J. Molmy, Vol. II. (Blackie, 6d.). Read from a French Gospel (see under Bible Lessons).

**Latin. (See N.B. 4.)**

*A Latin Book for Beginners, A Preparation for the Reading of Latin Literature*,\* by M. C. Gardner, M.A., (Oxford Press, 3/-). Part II., §§ 65-70, inclusive. Virgil's *Æneid*, Books I.-III., edited by C. E. Freeman, M.A. (Oxford Press, 2/6), pages 34-45.

**German.<sup>2</sup> (See N.B. 4.)**

*Primary German Course*,\* by O. Siepmann (Macmillan, 4/-), Lessons 23-26, inclusive. Teacher study preface, using the lessons, exercises, grammar, stories, poems, etc., as suggested. For narration, *Bambi*,\* by Felix Salten (Dent, 2/6), pp. 110-164.

**or, Italian.<sup>2</sup> (See N.B. 4.)**

*Italian Lessons and Readings*,\* by C. U. Clark (Harrap, 4/6), Lessons 7-9, or continue. For narration, *Il Piu Felici Bambino del Mondo*\* (P.N.E.U. Office, 3/-), chapters 20-30 (inclusive).

The Italian Irregular Verbs (Hachette, 1/-) will be found useful.

<sup>2</sup> Schools may substitute the national language.

**Arithmetic. (See N.B. 4.)**

Dr. Ballard's *Fundamental Arithmetic*, Books V. and VI. It is essential to use Teacher's Books also for directions and method. For rapid mental work, use *Arithmetical Dictation*, by Alfred Wisdom.

*Fundamental Arithmetic*, Pupil's Book V.\* (University of London Press, 1/1), pp. 80-96, with Teacher's Book V. (2/3). *Arithmetical Dictation*, Book V. (U. L. P. 1/3), Ex. 321-330. Or continue Books VI.

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *The Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L.P., 6/-).

**Geometry. (See N.B. 4.)**

*A Shorter School Geometry*,\* by Hall and Stevens (Macmillan, 4/6), pp. 92, 93, 154, 155, 158-161, and revise Section I.

The School! Set of Mathematical Instruments\* (P.N.E.U. Office, 1/- or 2/-).

**Algebra. (See N.B. 4.)**

*A School Algebra*,\* by H. Hall, Part I. (Macmillan, 3/6), pp. 108, 109, 122-131, 134-136, or continue.

**Picture Study and Architecture.**

Study, describe, and draw from memory details of, six reproductions\* of pictures by Memlinc (P.N.E.U. Office, 2/- the set): see the special notes for teachers' use only in the April *Parents' Review*; also *Home Education* and *School Education*.

*The Story of Architecture*,\* by P. L. Waterhouse (Batsford, 6/-), pp. 189-228.

**Drawing.**

Studies of plants and animals. Out-of-door sketching. Original illustrations (e.g., proverbs) and simple memory drawings.

Paint-box\* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), and *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6).

**Music Appreciation.**

The work of Chopin; see article in the April *Parents' Review*.

**Music; Piano, etc.**

*Music and its Story*, by R. T. White (Cambridge Press, 5/-).

In addition to usual work, choose and learn a suitable composition by Chopin. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).



### Singing and Ear Training.

Three English songs and three French songs.

The Clarendon Song Books; Books III. and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). The Folk Songs of France, Book I. (Novello, 2/-).

Fifty Steps in Sight-Singing, by Arthur Somervell, steps 33 and 34 (Curwen, 2/6), with suitable exercises from The Rapid Sight Reader, by Arthur Somervell (Boosey, 3d.).

Teacher should read On Music Teaching, by W. H. Leslie (P.N.E.U., 6d.).

### Recitations.

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalms 103 and 104. Two hymns.

A scene from *Henry VIII.*, or *Richard III.*, and two poems from anthology set.

### Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.

Homer's *Odyssey*\* (Chapman's translation), (Simpkin Marshall, 3/6), Books 1-4, or read from Virgil's *Aeneid*, translated by E. Fairfax Taylor (Dent, 2/-), for one more term. Roper's *Life of Sir Thomas More*\* (Dent, 2/-). Prescott's *Montezuma*\* (Blackie, 10d.).

### Drill, etc. (Choose new work each term.)

Daily drill, dancing or games.

(a) Drill: Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. Use also 1927 Supplement for Older Girls (H.M. Stationery Office, 4d.). For drill music, Music for Use in Mrs. Wordsworth's Classes (P.N.E.U. Office, 3/6), may be used.

(b) Dancing: The English Country Dance, Graded Series, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing instructions and music for 6 dances. Scandinavian Dances, Series III. (Ling Association, 11d.).

(c) Games: Cricket; Tennis.

### Work: Crafts, etc.

Do some definite house or garden work.

Use (1) Practical Housecraft; (2) Housewifery; (3) Cookery (Longmans, 6d. each); Gardening for Children, by J. Gwynn (Harrap, 2/6).

(a) Cardboard modelling: make six models.

Bookbinding for Beginners, by J. Kay (Cassell, 1/3). (Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6).

(b) Clay modelling: make six models.

A Manual of Clay Modelling, by H. Unwin (Longmans, 4/6).

(c) Sewing: make a garment, and do some embroidery.

A Manual of Plain Needlework, by Mrs. E. Griffiths (Oxford Press, 3/6); simple patterns (3d. each or 1/6 the set of eight), together with Practical Needlework for Schoolgirls (Singer Sewing Machine Co.). Embroidery on Various Materials, by E. Mochrie (Dryad, 2/6).

Boys: make models in woodwork.

101 Things for a Boy to Make, by A. C. Horth (Batsford, 5/-), or use Toy Carving for Children (Dryad leaflet, No. 25, 2d.).

Boys and girls, darn and mend garments from the wash each week.

First Lessons in Darning and Mending (P.N.E.U. Office, 2d.) may be used.

Take Scouting and Guiding Tests.

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

For drawing and all handicrafts, teacher should consult Drawing, Design and Craftwork, by F. J. Glass (Batsford, 12/-). Valuable suggestions will also be found in Applied Art, by Pedro J. Lemos (Batsford, 28/-), but it is not advisable that stereotyped courses should be followed.

### GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Forms III. and IV. lasts three years (average ages 12, 13 and 14). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the work of the Form.

N.B. 5.—Each pupil should have a copy of the books, etc., marked \*. and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 9 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.



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### FORM IV.

PUPILS' NAMES .....

#### Bible Lessons.

- I. 1. What was the message of the "unknown prophet" to the captive Jews? Give, with quotations where you can, his picture of the Suffering Servant.
2. "The glory of this latter house shall be greater than the former, saith the Lord of Hosts." What part did (a), the prophets Haggai and Zechariah, or, (b), Ezra take in the restoration of Jerusalem?
- II. 1. Give the argument of St. Paul's sermon to the Jews of Antioch in Pisidia.
2. What do you know of St. Paul's work at Ephesus during his two years' mission? How did it come to pass that he was suddenly driven out of the city?
3. What teaching does our Lord give His disciples on **two** of the following,—(a), love and hate, (b), guarded speech, (c), alms, (d), prayer?

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

Prescott's *Montezuma*, page 11, "Such was . . . rapture."



### Composition.

1. Write upon **one** of the following,—(a), Arctic experiences, as by Courtauld, (b), recent discoveries at Ur, (c), a page of a diary as from Christopher Columbus, (d), a holiday camp.
2. Some verses on **one** of the following,—(a), Telemachus, (b), colour in June, (c), a river in flood.

### English Grammar.

1. Analyse, parsing the words in italics,—  
“*Soon as the evening shades prevail,  
The moon takes up the wondrous tale;  
And nightly to the listening earth  
Repeats the story of her birth:  
Whilst all the stars that round her burn,  
And all the planets in their turn,  
Confirm the tidings as they roll,  
And spread the truth from pole to pole.*”
2. Write notes on the functions of the words in italics,—  
*hymn book, armchair; he-goat; glow-worm, uphill,  
out of sorts, twelve.*
3. Explain and illustrate, with the help of your anthology, what is meant by (a), simile, (b), metaphor.

### Literature. (Answer three questions only.)

1. Describe the part played by (a), Queen Katherine in *Henry VIII.*, or, (b), Richard, Duke of Gloucester, in *Richard III.*
2. Give a scene in which (a), Wolsey and Cromwell, or, (b), Queen Elizabeth and Queen Margaret take a part.
3. Write a scene for acting from *The Abbot*.
4. Describe as far as you can in the manner of Sir Thomas More, “the best state of a commonwealth, its sciences, crafts and occupations.”
5. Give a short description of the ancient city of Mexico and of Montezuma's way of life.

### English History.

1. What do you know of the conditions in England when Henry VII. came to the Throne? Describe the steps by which he brought back the prestige of the English Crown both at home and abroad. Dates.
2. Give some account of the way in which Henry VIII. and Wolsey worked towards a Balance of Power in Europe. Dates.
3. Show in what ways the Renaissance prepared the way for the Reformation.

### General History.

1. What do you know of (a), the condition of Germany when Charles V. became emperor, or, (b), Charles V. and his policy as regards (i.), France, (ii.), the German reformers? Dates.
2. Write upon **two** of the following,—(a), the Arab civilisation in Spain; (b), Francis I. in Italy; (c), Erasmus; (d), Loyola. Dates.
3. Give some account of the administration of **two** of the following (a), Marcus Aurelius; (b), Zenobia; (c), Diocletian; (d), Constantine. Dates.

### Citizenship.

1. How are we to distinguish between good and bad principles? Show in what ways “our principles are our masters,” and what they have to do with “our calling.”
2. Give some account of (a), Solon as “reformer of the rigour of the laws and the temperer of the state and commonwealth,” or, (b), how Solon determined to “wind himself out of these briars” of controversy and the events that followed.
3. What do you know of the work of (a), Euripides, (b), Aristophanes?

### Geography.

1. Draw a sketch outline map of North America, putting in the states and their important towns, chief rivers and mountain ranges. Write a general account of (a), Brazil, or, (b), the republics of La Plata.
2. What evidence can you give of (a), the rise, (b), the fall of land levels in Great Britain, and what do you know of the cause of such movements?
3. (a), What would an albatross see in his flight across the Pacific from Valparaiso to Brisbane? or, (b), Describe a journey across Canada by the Canadian Pacific railway.

### Natural History.

1. Write upon **two** of the following,—(a), the production of sound by insects, (b), the nest of the praying mantis, (c), mutual help between insects and flowers. Drawings.
- or, 1. Draw and describe botanically the parts of (a), a wall-flower, or, (b), a sweet pea.
2. What do you know of (a), the rocks, (b), the fauna, of the Jurassic Period? Drawings.
3. What records have you kept this term in your nature note book of (a), plant and animal life in a special area, or, (b), your aquarium? Drawings.



### General Science.

1. Show how (a), our ears, (b), our eyes, "pick up messages from moving matter." Explain and illustrate.
2. Describe the process of digestion (a), in the stomach, (b), in the small intestine. Diagram.

### French.

1. Translate p. 45 (*Molmy*) "Farmers and their families . . . shaking its bells."
2. Write notes on the use of (a), the imperative mood, (b), the imperfect tense, giving examples of each, two in the singular and two in the plural.
3. (a), Write, as for acting, a short scene from *Maître Pierre Pathelin*, or, (b), give a résumé of *Le Cuvier*.

### Latin.

1. Translate: (1) If your country should be in danger would you fight? (2) If the soldiers had not come the city would have been taken. (3) If the camp is small the army will not be able to enter (*intrare*).
2. (a), From *A Latin Book for Beginners*, Part II., § 70, translate lines 1-8 (*Cum Afros . . . traiecisse*). (b), Read again the Latin of (a), then write a narration in Latin.
3. *Æneid* I., (a), translate lines 586-593 (*vix . . . auro*). (b) Either scan lines 586 and 589, or parse *circumfusa, refulsit, inventae, adflarat, ebori*.

### German.

1. Translate into German, Reproduction IV., page 190 (*Siepmann*).
2. Translate into German, Exercise I. (b), sentences 1-10.
3. Use, in sentences, in the Perfect Indicative, verbs 1-6, Exercise I., page 192.

### Italian.

1. Translate into Italian Exercise B 1, page 39, sentences 1-6.
2. Work exercise on page 47, sentences 20-30.
3. Make sentences, using the Italian for the numerals,—11, 15, 18, 20, 40.

### Arithmetic.

1. Find, correct to the nearest yard, the length of rope with which a goat must be tethered in order that he may graze over an acre of ground. ( $\Pi = \frac{22}{7}$ ).
2. A shopkeeper marked all his goods at 20 per cent above cost price but, during a sale, he reduced all his marked prices by 10 per cent. Find the cost price, and the sale price, of an article usually marked 10 shillings.
3. What is the density of aluminium if a rectangular block of it measuring 3 cm. by 2 cm. by 1.5 cm. weighs 23.4 grammes?

### Geometry.

1. Define a *Median* and prove that the three medians of a triangle meet at a point.
2. Prove that the locus of a point which is equidistant from two given points is the perpendicular bisector of the straight line joining the given points.
3. ABC is an equilateral triangle of side 6 cm. Show how to find a point P such that its perpendicular distances from AB, AC are 2 cm., 3 cm. respectively.

### Algebra.

1. Solve the equations: (a),  $p + 2q = 6$   
 $3p + 7q = 19$   
(b),  $x + y = -1$   
 $3x + 5y = 5$
2. Prove that the points (2, 3), (-7, 6), (17, -2) lie on a straight line and find its equation.
3. Find the price per pound of bacon and butter if 1 lb. of bacon and 2 lb. of butter cost 5s. 4d., and 2 lb. of bacon and 1 lb. of butter cost 5s. 2d.

### Picture Study and Architecture

1. Describe "St. Ursula's arrival at Basle," by Memling.
2. "The story of Brunelleschi is the story of the origin and growth of Renaissance architecture in Italy." Explain and illustrate. Name three examples of Renaissance work and describe one.

### Drawing (with brush and in colour.)

1. A corner in a garden (or a flower bed).
2. Two animal studies.

### Music Appreciation.

What music by Chopin have you heard this term? Write your impressions of any one of the compositions.

### Recitations.

Father to choose two Bible passages and a poem.

### Reading.

Father to choose a poem and a leading article from a newspaper.

### Music.

Examine in work done.

### Singing.

Father to choose an English, a French, and a German song, and three exercises.

### Drill.

Report progress.



Work.

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

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**The Summer Examination is optional.**—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages (*years and months*) and Forms to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.